

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ELSA ENGLISH II



## Item Sampler

**Tennessee End of Course Assessment**  
**English Linguistically Simplified Assessment**  
**English II Form 5**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

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## **Introduction to ELSA English II**

### **TCAP English Linguistically Simplified Assessment (ELSA)**

The End of Course English Linguistically Simplified Assessment (ELSA) is the End of course Assessment in “simplified” English. It is a multiple-choice test designed to measure student achievement in certain skills in two content areas: Algebra I and English II. The questions in this Item Sampler are examples of items used in the actual test.

### **ELSA test questions**

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

### **Test accommodations**

The End of Course English Linguistically Simplified Assessment ELSA may be administered using various procedures that are used during the student’s daily educational program. Certain conditions must be met for students to be eligible for Special and English Learner (EL) accommodations.

### **Content of End of Course tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed both of teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including certain items and test directions in operational tests.

**Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Students who are Limited English Proficient (LEP) will be tested using the ELSA test form. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The ELSA English II test has been designed to be administered in one session and is not timed.

# **Tips for Taking the Test**

## **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English II ELSA carefully and thoroughly.
- Acquire the ELSA Tennessee End of Course Practice Test for English II ELSA, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

## **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

## **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for ELSA English II provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the ELSA End of Course Assessment Practice Test for English II should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 45. Use it to check your answers. Review items that you get wrong.

Read the poem and answer questions 1 through 7.

## The Tourist

- 1 I did not pass through Burma,  
rather it passed through me.
- Thirty years ago and still I smell the sweet  
scent of frangipani<sup>1</sup> in the warm, moist air.
- 5 See flame trees on the shores of Inya Lake shaking  
loose red blossoms, setting them adrift, fire on water.
- Thanaka<sup>2</sup> smeared in circles on the smiling cheeks  
of girls, defining a beauty new to me.
- I did not pass through Burma,  
rather it passed through me.
- 10 As if I brought it home smuggled in my bones, warmed years  
later by heat of the Burmese sun, chilled by its mountain breezes.
- Darkness always measured by the swift  
gathering of heavy monsoon clouds.
- 15 Radiance forever defined by the brilliance of a setting sun  
glinting off the fat gold belly of a pagoda.
- I did not pass through Burma,  
rather it passed through me.

<sup>1</sup>**frangipani:** tropical plant with fragrant, funnel-shaped, variously colored flowers

<sup>2</sup>**thanaka:** a whitish-yellow paste made from the sandalwood tree and applied to the cheeks, forehead, and nose by women in Burma as a cosmetic

## Reporting Category: Literature Numbers 1 through 5

**Performance Indicator:** 3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

1. Which characteristics demonstrate that "The Tourist" is a lyric poem?

- ☐ A the use of couplets and the short length
- ☐ B the lack of rhyme and the references to nature
- ☐ C the varying line lengths and the topic of a far-off place
- ☐ D the use of refrains and the expression of personal feelings

**Performance Indicator:** 3002.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

2. This poem is told from which point of view?

- ☐ A first person
- ☐ B third person
- ☐ C third-person limited
- ☐ D third-person omniscient



**Performance Indicator:** 3002.8.6 Differentiate between mood and tone in poetry or prose.

3. What is the tone of the poem?

- ☐ A humorous
- ☐ B sorrowful
- ☐ C memorable
- ☐ D playful

**Performance Indicator:** 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

4. Read this excerpt from the poem.

Radiance forever defined by the  
brilliance of a setting sun  
glinting off the fat gold belly of a  
pagoda.

The excerpt contains an example of

- ☐ A idiom.
- ☐ B personification.
- ☐ C pun.
- ☐ D simile.

**Performance Indicator:** 3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

5. Read this excerpt from the poem.

Thirty years ago and still I smell the  
sweet

The excerpt contains

- ☐ A alliteration.
- ☐ B assonance.
- ☐ C rhythm.
- ☐ D rhyme.

## Reporting Category: Writing and Research

**Performance Indicator:** 3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

6. Read this excerpt from the poem.

See flame trees on the shores of Inya  
Lake shaking  
loose red blossoms, setting them adrift,  
fire on water.

Which word **best** replaces red to  
strengthen the description?

- ☐ A colorful
- ☐ B delicate
- ☐ C scarlet
- ☐ D tangerine

## Reporting Category: Literature

Numbers 7 through 7

**Performance Indicator:** 3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.

7.

**What does the sun symbolize in "The Tourist"?**

- ☐ A loss
- ☐ B wealth
- ☐ C passion
- ☐ D happiness

## Reporting Category: Language

Numbers 8 through 10

**Performance Indicator:** 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

8.

**Read this sentence.**

Isabella was tired she found the time to help her sister finish her homework before going to bed.

**Which revision best corrects this run-on sentence?**

- ☐ A Isabella was tired; she found the time to help her sister finish her homework before going to bed.
- ☐ B Isabella was tired she found the time to help her sister finish her homework, before going to bed.
- ☐ C Although Isabella was tired, she found the time to help her sister finish her homework before going to bed.
- ☐ D Since Isabella was tired, she found the time to help her sister finish her homework before going to bed.

**Performance Indicator:** 3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as *between you and me*, or following *than* or *as*).

9.

**Which sentence contains correct pronoun usage?**

- ☐ A After practicing every day, the team played better than us had before.
- ☐ B Aunt Agatha spends more time working in the garden than she should.
- ☐ C The teachers announced that this behavior is worse than them will accept.
- ☐ D All that hard work seemed wasted when Amanda ran faster than me.

**Performance Indicator:** 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

10.

**Read this dictionary entry.**

**doc·ile** (adjective) Able and willing to be taught; teachable; trainable [L **docilis** < **docere** to teach] –docilely *adverb*; docility *noun*.

**According to this entry, which part of speech is the word docilely?**

- ☐ A verb
- ☐ B noun
- ☐ C adverb
- ☐ D adjective

## Reporting Category: Writing and Research

Numbers 11 through 14

**Performance Indicator:** 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

11.

**Read these sentences.**

Sari and I have been friends since kindergarten. \_\_\_\_\_, we frequently compete with one another.

**Which transitional word best completes the sentence?**

- ☐ A Therefore
- ☐ B Nonetheless
- ☐ C Accordingly
- ☐ D Likewise

**Performance Indicator:** 3002.3.13 Identify sentences that use effective parallelism within a writing sample.

12.

**Which sentence shows correct parallelism?**

- ☐ A Mr. Riggins said that Clarisse was a great student because she studied for exams, turned in neat work, and respected her classmates.
- ☐ B Before I could go to my friend's house, my mom said that I had to clean my room and then start taking out the trash.
- ☐ C Nate enjoys doing tricks on his skateboard, and he does them smoothly, skillfully, and with a style all his own.
- ☐ D The veterinarian told the pet shop's owner that the animals' cages were too small, that they needed better ventilation, and to clean them more often.

Mr. Smith wrote instructions on how to build a platform. Read his instructions and answer questions 13 through 18.

## Instructions for Building a Platform

Mr. Biner requested a platform for the chorus to stand on for the school play. Its measurements must be 5 feet wide, 4 feet long, and 2 feet high. He assigned the task of construction to our group. I will be out of town for two days next week and thus unavailable for assembly. I have left all the necessary materials in Mr. Biner's classroom. Here are the instructions you will need to follow.

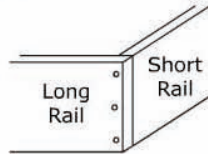
You should keep some important things in mind when constructing this platform. First, make sure you have at least two people. Some steps require an extra set of hands. Also, double-check that you have all materials before you start because finding that you are missing an item in the middle of assembly may cause frustration. Most importantly, follow the instructions in the order I have listed them. Omitting steps and taking shortcuts may lead to problems and a poor finished product.

### Materials List

- two long wooden rails, 60 inches each
- three short wooden rails, 45 inches each
- one 5-by-4-foot sheet of plywood
- four 24-inch wooden legs
- one box of 3-inch screws
- electric drill
- 3/16-inch countersinking drill bit
- Phillips head screwdriver bit
- tape measure
- safety goggles

### Step 1: Connect Rails to Make Frame

- Take one long rail and lay it horizontally in front of you. Take a short rail and lay it at a right angle to the long rail. Make sure the rails form an L shape.
- While one person holds the two rails, the other will drill three holes through the long rail into the end of the short rail. The holes should form the points of a triangle.



(Figure 1)

- Connect the two rails by drilling the screws into the holes. The rails must be connected tightly with no space between them.
- Repeat the process to attach the other short rail to the opposite end of the same long rail to form a U shape.
- Take the other long rail and connect it to the two short rails in the same manner, making a rectangular frame.



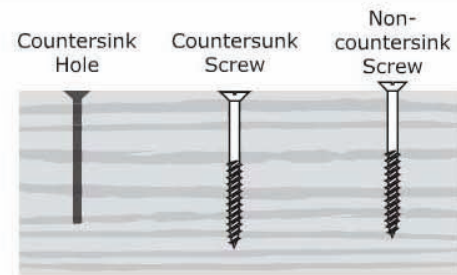
(Figure 2)

### Step 2: Attach Stabilizing Rail to Frame

- Using a tape measure, mark the 30-inch points on each long rail.
- Line up the ends of the third short rail with the two 30-inch marks in the middle of the rectangular frame.
- Drill three holes through the rails, and then use screws to connect the short rail to the frame at both ends.

### Step 3: Attach Platform Floor to Frame

- Lay the sheet of plywood on top of the frame. Carefully align the edges of the plywood and the frame so that they are even.
- Start at one corner and work your way around, drilling holes 1/2 inch from the edge and 12 inches apart. The holes should go through the plywood and into the frame.
- Be sure to countersink the holes. Countersinking is drilling a hole deeper than the length of the screw. This allows the tops of the screws to sink down and be level with the surface of the plywood.



(Figure 3)

- Drill the screws into the holes to attach the plywood to the frame. Make sure the tops of screws are level with the surface; raised screws are a potential tripping hazard.
- Measure to the 30-inch point on each side of the platform, and secure the plywood to the center stabilizing rail in the same manner.

Stop here. We will attach the legs for the platform when I return to school.

**Performance Indicator:** 3002.3.11 Identify the targeted audience for a selected passage.

13.

This passage would be most helpful

- ☐ A for school band members.
- ☐ B for the chorus members.
- ☐ C for actors in the school play.
- ☐ D for students in Mr. Smith's group.

**Go On ►**

## Reporting Category: Language

Numbers 16 through 16

**Performance Indicator:** 3002.3.14 Select the proper format to convey a set of work-related information.

14. When Mr. Biner provides information to his crew about where to place the platform on the stage for the performance, that information would best be presented as a(an)

- ☐ A text message.
- ☐ B labeled diagram.
- ☐ C list of things to do.
- ☐ D announcement to the group.

## Reporting Category: Informational Text

Numbers 15 through 15

**Performance Indicator:** 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

15. Figure 3 was most likely included in the passage

- ☐ A to clarify the meaning of countersinking holes for screws.
- ☐ B to show the proper length of screws to be used on the platform.
- ☐ C to demonstrate how people can trip on screws that are not countersunk.
- ☐ D to emphasize that screws should enter the wood at a right angle to the surface.

**Performance Indicator:** 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

16. Read this excerpt from the instructions.

Step 2: Attach Stabilizing Rail to Frame

The purpose of a Stabilizing Rail, according to the instructions, is

- ☐ A to make the frame stronger.
- ☐ B to make the platform look better.
- ☐ C to change the function of the platform.
- ☐ D to change the dimensions of the frame.

## Reporting Category: Informational Text

Numbers 17 through 17

**Performance Indicator:** 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

17. The implied main idea of the instructions is

- ☐ A the necessary materials for building the platform are in Mr. Biner's classroom.
- ☐ B Mr. Smith's group needs to follow the instructions to build a platform.
- ☐ C the rails of the rectangular frame of the platform should be connected tightly with screws.
- ☐ D screws must be countersunk on the platform to prevent injury.

# Reporting Category: Communication and Media

Numbers 18 through 20

**Performance Indicator:** 3002.2.3 Distinguish between a critique and a summary.

18.

**Read this excerpt from the passage.**

You should keep some important things in mind when constructing this platform. First, make sure you have at least two people. Some steps require an extra set of hands. Also, double-check that you have all materials before you start because finding that you are missing an item in the middle of assembly may cause frustration. Most importantly, follow the instructions in the order I have listed them. Omitting steps and taking shortcuts may lead to problems and a poor finished product.

**Which option is a summary, not a critique, of the excerpt?**

- ☐ **A** The platform should be relatively easy to construct considering the instructions. They are fairly simple and clearly ordered.
- ☐ **B** The construction of the platform requires a great deal of care when following the instructions. If certain steps are not followed, the project will fail.
- ☐ **C** Although it is not advised, the platform could be made by one person. However, a lack of materials or completing the instructions out of order would cause problems.
- ☐ **D** It is important to have two or more people to build the platform. Making sure all needed materials are available and following the instructions in order are also important.



**Performance Indicator:** 3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

19.

**Nick is delivering a persuasive speech to a class. What is the best way for Nick to end his speech?**

- ☐ **A** reorganize his note cards so he can repeat the main points for the audience
- ☐ **B** smile at audience members to keep them interested
- ☐ **C** talk quickly so audience members do not become bored
- ☐ **D** conclude with an emotional appeal to the audience for action

**Performance Indicator:** 3002.7.5 Match a focused message to an appropriate medium.

20.

**This photo is part of an advertisement for an air-conditioning company.**



**The company most likely uses the photo to support the message that**

- ☐ **A** the company's employees have families.
- ☐ **B** the well-being of families is a company priority.
- ☐ **C** children need the comfort of air-conditioned homes.
- ☐ **D** caring for children is the company's main job.



## Reporting Category: Literature

Numbers 21 through 21

**Performance Indicator:** 3002.8.14 Identify classical, historical, and literary allusions in context.

21.

**Read this excerpt from a short story.**

He stands facing the middle school, blaming his heavy backpack for his trembling legs. Students file in and out of hallways and doors like ants on well-worn tracks, hardly thinking of where they have come from or where they are going. He stares at the map in his hand, trying to locate room 101 when he hears the bell buzz, and the ants race faster. He thinks of his old elementary school hallway with its comforting rainbow of painted lines leading students to the gym, library, and cafeteria. He wants to go back there, a confident Peter Pan secure in his endless childhood. Here, there are no painted lines, only anonymous gray floors.

**Which sentence from the story contains an allusion?**

- ☐ A Students file in and out of hallways and doors like ants on well-worn tracks, hardly thinking of where they have come from or where they are going.
- ☐ B He stares at the map in his hand, trying to locate room 101 when he hears the bell buzz, and the ants race faster.
- ☐ C He thinks of his old elementary school hallway with its comforting rainbow of painted lines leading students to the gym, library, and cafeteria.
- ☐ D He wants to go back there, a confident Peter Pan secure in his endless childhood.

## Reporting Category: Logic

Numbers 22 through 22

**Performance Indicator:** 3002.5.2 Choose a logical word to complete an analogy.

22.

**Choose the correct word to complete the analogy.**

Disturbance is to commotion as calm is to \_\_\_\_\_.

- ☐ A noise
- ☐ B quiet
- ☐ C patience
- ☐ D integrity

## Reporting Category: Communication and Media

Numbers 23 through 23

**Performance Indicator:** 3002.7.2 Select the type of conflict represented in a non-print medium.

23.

**Look at this photo.**



**What is the primary conflict in this photo?**

- ☐ **A** person vs. self
- ☐ **B** person vs. nature
- ☐ **C** person vs. society
- ☐ **D** person vs. technology

Read the short story and answer questions 24 through 31.

## Atalanta and the Golden Apples

From behind the looming mountains, the early morning sun winks a sleepy eye. Atalanta paces like a caged lioness in the gardens of her father's palace as she watches it rise up over the colossal peaks pressing in on her from every side. Closing her eyes, she imagines herself scaling the rocky barriers, sure footed and agile. From the summit, she can see the Greek countryside stretching out to the beckoning blue Ionian Sea.

"Hmrmph." She hears a throat clear and opens her eyes to see the king standing expectantly in front of her.

"Father," she says, bowing her head, then curtsying uncomfortably. She only recently reunited with her father and wants to impress him.

"What have you decided about finding a husband?" Her father's sky-blue eyes study this huntress, searching for traces of the infant he knew long ago.

Atalanta draws in a sharp breath. She has been up all night thinking about how to please her father and herself. "Father, I wish to be my own ruler, ruled by no one," she ventures.

The king chuckles. "Atalanta, if you are your own master, you are ruled by yourself; and you, my child, are most certainly someone." He puts his arm around her shoulders. "Come daughter; I grant you the freedom to choose your own husband, but choose you must."

Atalanta takes a step back and faces her father squarely. "Though all the finest hunters in Greece sought the Great Boar, it was I who sent the fatal arrow into the savage beast and saved the people from harm. If I must choose a husband, then I request a race with each suitor and will marry no one but the man who can defeat me in a foot race."

The king smiles, understanding that this request is a way for his daughter to keep her pride. "Very well, daughter, but I think you will become a bride sooner than you think," he says, kissing her on the forehead paternally.

Atalanta breathes a sigh of relief as her father strides across the garden and disappears into the palace. A sly smile curls the corners of her mouth as she stares at the mountains, stretching her long, lean legs.

News of the king's desire that his daughter marry spreads fast. Every man, woman, and child in the land knows the tale of the boar hunt. They have all heard of Atalanta's stunning beauty and skill. Suitors pour over the mountains into Arcadia from every corner of Greece to race the princess.

Each morning, an enormous crowd gathers outside the palace to cheer on suitors; but each man finds himself choking on dust as Atalanta races past, her tunic flapping at her knees, like a ship on a swift current, easily riding the wind in its sails.

One face in the crowd belongs to Melanion, a handsome youth who traveled alongside Atalanta in the search for the savage boar. During the hunt, he witnessed Atalanta's speed firsthand and knows he has no chance of outrunning her. But he is determined to triumph, having fallen in love with her all those months ago, and cradles three golden apples hopefully in his arms.

Melanion recalls a blistering afternoon, when the hunting party collapsed in an orchard, fatigued and weary. Atalanta scarcely contained her delight at the sweet golden apples that hung all around and gorged herself on their sweet meat.

The next day it is Melanion's turn to race, and his heart pounds in anticipation. At the starting line Atalanta smiles, recognizing the youth from the hunt. He is one of the few men who treated her as an equal, asking her advice on tracking and how best to prepare his arrows.

At the sound of her father's voice, Atalanta sprints ahead with Melanion pounding after her. As the distance between them widens, he hurls the apples. The golden fruit flies through the air, and one apple rolls in front of the princess. Secure in her lead, she cannot help but bend down to seize the fruit, imagining how sweet it will taste when she wins the race. As she straightens up, Melanion flies past her, striding across the finish line first.

Atalanta crosses second, panting and surprised. She looks at the apple in her hand, and then at Melanion. "It seems you know my weakness," she exclaims.

"Not your weakness, princess, but your wisdom in stopping to enjoy the sweetness in life," Melanion says with a gracious bow.

Atalanta smiles at her husband-to-be and takes a bite of the apple, then passes it to Melanion, who takes a bite as well. The crowd roars its approval; the king beams, knowing his daughter has found a worthy suitor.

## Reporting Category: Writing and Research

**Performance Indicator:** 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

24.

**Read these sentences from the story.**

News of the king's desire that his daughter marry spreads fast. Every man, woman, and child in the land knows the tale of the boar hunt. They have all heard of Atalanta's stunning beauty and skill.

**Which revision best combines the sentences?**

- ☐ A Every person in the land has heard of Atalanta's beauty and her skill during the boar hunt, so news of the king's desire for his daughter to marry spreads fast.
- ☐ B Because news of the king's desire that his daughter marry spreads fast, every person knows the tale of the boar hunt and of Atalanta's stunning beauty and skill.
- ☐ C They have all heard of Atalanta's stunning beauty and skill and of the tale of the boar hunt even as news of the king's desire that his daughter marry spreads fast.
- ☐ D News of the king's desire that his daughter marry spreads fast, and every man, woman, and child in the land knows the tale of the boar hunt and they have all heard of Atalanta's stunning beauty and skill.

## Reporting Category: Literature

Numbers 25 through 31

**Performance Indicator:** 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

25.

**During which portion of the plot does the reader learn that Atalanta and Melanion make a good pair?**

- ☐ A exposition
- ☐ B rising action
- ☐ C climax
- ☐ D falling action

**Performance Indicator:** 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).

**26. Read this excerpt from the story.**

Atalanta draws in a sharp breath. She has been up all night thinking about how to please her father and herself. "Father, I wish to be my own ruler, ruled by no one," she ventures.

**Which literary element is contained in the excerpt?**

- ☐ A allegory
- ☐ B paradox
- ☐ C flashback
- ☐ D foreshadowing

**Performance Indicator:** 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

**27. How does the setting impact the plot of the story?**

- ☐ A The beauty of the kingdom mirrors Atalanta's rumored beauty.
- ☐ B A kingdom full of dangerous animals gives the story more excitement.
- ☐ C Because the kingdom is inaccessible, some suitors are discouraged from coming to challenge Atalanta.
- ☐ D The kingdom is cut off from the rest of the country by mountains, much as Atalanta is isolated from the adventurous life she craves.

**Performance Indicator:** 3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

**28. Which sentence from the story reveals that Atalanta is unaccustomed to pleasing others?**

- ☐ A Closing her eyes, she imagines herself scaling the rocky barriers, sure footed and agile.
- ☐ B "Father," she says, bowing her head, then curtsying uncomfortably.
- ☐ C Atalanta scarcely contained her delight at the sweet golden apples that hung all around and gorged herself on their sweet meat.
- ☐ D "It seems you know my weakness," she exclaims.

**Performance Indicator:** 3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.

**29. Which sentence from the story best shows that Atalanta lives in an ancient time?**

- ☐ A She has been up all night thinking about how to please her father and herself.
- ☐ B "Though all the finest hunters in Greece sought the Great Boar, it was I who sent the fatal arrow into the savage beast and saved the people from harm."
- ☐ C "Very well, daughter, but I think you will become a bride sooner than you think," he says, kissing her on the forehead paternally.
- ☐ D Atalanta scarcely contained her delight at the sweet golden apples that hung all around and gorged herself on their sweet meat.

**Performance Indicator:** 3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.

30.

**Read these sentences from the story.**

Atalanta breathes a sigh of relief as her father strides across the garden and disappears into the palace. A sly smile curls the corners of her mouth as she stares at the mountains, stretching her long, lean legs.

**At this point in the story, the mountains symbolize**

- ☐ **A** Melanion's admiration of Atalanta.
- ☐ **B** Atalanta's enormous accomplishments.
- ☐ **C** the obstacle Atalanta plans to overcome.
- ☐ **D** the distance that exists between Atalanta and her father.

**Performance Indicator:** 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).

31.

**How would the story be different if it were told as a tall tale?**

- ☐ **A** It would be harder to understand that Atalanta is truly skilled because her feats would be exaggerated.
- ☐ **B** The story would focus more on the boar hunt than the race because it has more action.
- ☐ **C** Atalanta and Melanion would not end up together.
- ☐ **D** The story would be set in modern times.



Read the draft of the letter and answer questions 32 through 39.  
The draft may contain errors.

Letter to the School Board

Dear School Board Members,

- 1 As students at Adame High School, we know that while our school boasts a rigorous academic program, we are somewhat lacking in fostering the fine arts. Granted, we do have a four-year art and design class, and the marching and jazz bands have strong enrollment and receive countless awards. However, Adame lacks opportunities for student writers because we have no creative writing program.
  - 2 Many students have approached the English teachers on campus and inquired about the possibility of starting a creative writing class. Some of those teachers expressed a strong interest in teaching such a class but emphasized that the school board must approve new courses. We are writing to urge you to consider the benefits of adding such a program. As mentioned, you already have a willing and qualified staff, so the program would not incur extra costs. Additionally, creating another elective class would open space in some of the more overcrowded elective classes. Students who take journalism, for example, might find that they simply want writing experience and will select the creative writing class.
  - 3 Other high schools in the area offer creative writing classes to their students, Croll School District has the best reputation for its creative writing classes. In doing so, they have raised funds to bring in renowned authors as guest speakers.  
The classes even publish a student-generated book of poems and short stories each semester. The students from those classes sell copies to parents and other people in the community. Students in the area who seek superior college-level writing skills usually want to attend Croll School District. According to a recent survey on area schools, some parents who come to our city choose housing in the Croll district just for this purpose. Adame High School must not allow neighboring schools to have the edge on writing programs. We have the most qualified teachers and some of the brightest students in the city. We do not want to lose those students or teachers to Croll, or to any other school with an established creative writing program.
  - 4 Again, we ask that you seriously consider our request. Forming a creative writing class will involve little if any expense and will not only benefit the students of Adame High School but also help to maintain the superior reputation of our school.
  - 5 Students entering college or the workforce today has an extra set of challenges that previous graduating students may not have encountered. Those of us who apply to colleges and universities must exhibit strong writing skills and a certain degree of creativity to make us more attractive candidates. Additionally, with the current sluggish economy, students must enter a highly competitive workforce. Those who have the ability to write well will appear more competent.
  - 6 Thank you for your time and consideration.
- Sincerely,  
Adame High School Student Council

## Reporting Category: Language Numbers 32 through 33

**Performance Indicator:** 3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).

32.

**Read this sentence from Paragraph 3 of the draft.**

Students in the area who seek superior college-level writing skills usually want to attend Croll School District.

**Which pattern is used in the sentence?**

- ☐ A subject – verb
- ☐ B subject – action verb – direct object
- ☐ C subject – action verb – indirect object – direct object
- ☐ D subject – action verb – indirect object – object complement

**Performance Indicator:** 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.

33.

**Read this excerpt from the draft.**

Other high schools in the area offer creative writing classes to their students, Croll School District has the best reputation for its creative writing classes.

**Which option shows the best revision of the underlined section to avoid the comma splice?**

- ☐ A students: and
- ☐ B students. Croll
- ☐ C students, however
- ☐ D students; as a result

## Reporting Category: Writing and Research

Numbers 34 through 34

**Performance Indicator:** 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

### 34. Read this sentence from the draft.

Students entering college or the workforce today has an extra set of challenges that previous graduating students may not have encountered.

**Which option is the correct replacement for the underlined word in the sentence?**

- ☐ A had
- ☐ B have
- ☐ C having
- ☐ D no change

## Reporting Category: Logic

Numbers 35 through 36

**Performance Indicator:** 3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

### 35. Which statement from the draft reveals the author's bias?

- ☐ A Granted, we do have a four-year art and design class, and the marching and jazz bands have strong enrollment and receive countless awards.
- ☐ B Additionally, creating another elective class would open space in some of the more overcrowded elective classes.
- ☐ C The classes even publish a student-generated book of poems and short stories each semester.
- ☐ D We have the most qualified teachers and some of the brightest students in the city.

**Performance Indicator:** 3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

### 36. The draft is based mainly upon the belief that

- ☐ A Croll School District has a better academic program than Adame High School.
- ☐ B students must take creative writing classes to get into good colleges.
- ☐ C creative writing classes will be beneficial for students at Adame High School.
- ☐ D students at Adame High School feel they are not given enough elective choices.

## Reporting Category: Writing and Research

Numbers 37 through 37

**Performance Indicator:** 3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

### 37. Which sequence for Paragraphs 3, 4, and 5 most effectively supports the writer's argument?

- ☐ A 5, 4, 3
- ☐ B 4, 5, 3
- ☐ C 3, 5, 4
- ☐ D no change

## Reporting Category: Logic

Numbers 38 through 39

**Performance Indicator:** 3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).

38.

**What is the main persuasive device used in the draft?**

- ☐ A the desire to belong to a group
- ☐ B the need to feel superior to others
- ☐ C the use of strong emotion words
- ☐ D the use of misleading statistics

**Performance Indicator:** 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

39.

**Which option shows inductive reasoning because it states a conclusion that follows logically from relevant supporting evidence?**

- ☐ A Many English teachers are willing to teach creative writing classes; therefore, they are qualified to teach them.
- ☐ B Because students raise money to pay for their visits, renowned authors come to Croll School District.
- ☐ C Because parents move to the area to enroll their children at Croll High School, Croll School District offers reputable creative writing classes.
- ☐ D Good jobs are becoming more competitive; therefore, students need to improve their writing skills.



## Reporting Category: Writing and Research

Numbers 40 through 41

**Performance Indicator:** 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

40.

**Read this sentence.**

Eleanor's opposition to the idea was apparent; \_\_\_\_\_, she decided to wait to voice her opinion.

**Which transitional word correctly fills the blank?**

- ☐ A however
- ☐ B similarly
- ☐ C conversely
- ☐ D furthermore

**Performance Indicator:** 3002.3.14 Select the proper format to convey a set of work-related information.

41.

**Read this scenario.**

The manager of a local clothing store has an idea to offer discounts on a different piece of clothing each week.

**Which format should the manager use when presenting her idea to supervisors at the company headquarters?**

- ☐ A newsletter
- ☐ B speech
- ☐ C e-mail
- ☐ D phone call

## Reporting Category: Literature

Numbers 42 through 44

**Performance Indicator:** 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

42.

**Read this poem.**

### A Stone's Throw

At the water's edge  
feet dipped lazily  
in the cooling currents,  
fish nibbling absentmindedly  
on wiggling toes,  
she throws stones  
like worries across  
the lake's surface  
where they skip  
once or twice  
defiantly before  
sinking, forgotten,  
to the muddy bottom

**What kind of impact does the setting have on the theme of the poem?**

- ☐ A The slow motion of the water represents life's sudden changes.
- ☐ B The peaceful lake setting gives a sense of personal tranquility.
- ☐ C The deep lake conveys a fear of hidden dangers.
- ☐ D The cool water currents give a feeling of belonging.

**Performance Indicator:** 3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

43.

**A lyric poem that uses elevated style to praise someone is called**

- ☐ A an ode.
- ☐ B a haiku.
- ☐ C a ballad.
- ☐ D a sonnet.

**Performance Indicator:** 3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

44.

**Read this excerpt from a play.**

ALICE: I'm sure that all of you are excited about this year's contest. We will need people to volunteer to organize the different areas. Ellen, would you do the concessions again?

ELLEN: Concessions? That was a lot of work. It is someone else's turn. I'll do the craft show. You made a mess of that last year.

MAX: *(to the audience)* Watch this!

*(Alice and Ellen glare at each other. Walter shrugs elaborately at Max, and they both struggle to hide their laughter.)*

**The line that Max speaks is an example of which element of drama?**

- ☐ A aside
- ☐ B dialogue
- ☐ C soliloquy
- ☐ D monologue

Read the draft of a research report and answer questions 45 through 52. The report may contain errors.

## The Migratory Monarch

- 1 The story of the migratory monarch butterfly depicts a journey that requires several generations to complete. The journey begins in the north, with a special kind of monarch, and ends in the north with its offspring. The journey spans thousands of miles through countless obstacles and concludes when the descendants of the migratory monarch reach its starting point in the north. However, the migratory monarchs that cover thousands of miles during these journeys constitute only a small portion of the annual monarch population. Understanding the differences between the two types of monarch helps the reader understand the unique qualities of the migratory monarch.

### The Two Kinds of Monarch

- 2 Most monarchs are summer monarchs that break free from the confines of their chrysalises<sup>1</sup> in warm weather. They live and breed for a few weeks and then die as they travel northward. Dr. Fred Barr of Physician's Outlet states that these butterflies have no reason to travel to the distant locations migratory monarchs do because they live in relative comfort.

<sup>1</sup>chrysalises: plural form of the protective covering that encloses the insect before it becomes a butterfly

- 3 The migratory monarch is the long-distance traveler. It enters adult life at the most difficult time and place for a cold-blooded insect. Born in the north, it represents the final generation before winter makes living in northern climates impossible. It emerges from its chrysalis as the days shorten and the temperatures fall. It looks exactly like a summer monarch. Nature designs its biology to survive a potential flight of thousands of miles. It stores fat in its abdomen to supply fuel for the long flight ahead. Unlike the summer monarch, it will only breed after it reaches its southern destination and rests through the winter. It can live up to nine months.

### Fall Migration

- 4 Every fall, swarms of migratory monarch butterflies on both sides of the Rocky Mountains travel from northern states and Canada to the southern California coast or the mountains of Mexico. These same butterflies begin the journey back to their northern birthplaces in the spring.

### Overwintering

- 5 After the long journey to a more comfortable climate, the migratory monarch rests and restores its energy levels. Strangely, these monarchs often return to the exact same roosting locations their ancestors had found the previous year. Scientists believe that monarchs perform this fascinating feat using "a combination of directional aids such as the magnetic pull of the earth and the position of the sun."
- 6 The monarchs roost in clusters among fir or eucalyptus trees throughout the winter. Monarch roosting is similar to hibernation but not as deep, they can wake up from roosting.

### Spring Migration

- 7 An interesting development occurs when the migratory monarch awakens and begins its journey home in the spring. It begins to breed. MonarchAlert.org observes that the migrating butterfly seems to become an ordinary summer butterfly after its long sleep. It both looks and acts like any other monarch. The female lays eggs under milkweed leaves along her route northward. Perhaps because it has become an ordinary butterfly, the migrating monarch dies within a month. In most cases, it does not complete its journey home.
- 8 However, the eggs that the female migratory monarch lays in the south become the "first generation" of summer monarchs. These young butterflies will emerge from their chrysalises, pump up their wings with internal fluid, and follow the flight of their parents on the way back home.

## Reporting Category: Language Numbers 45 through 46

**Performance Indicator:** 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.

45. Read this excerpt from the research report.

Strangely, these monarchs often return to the exact same roosting locations their ancestors had found the previous year.

**Which revision of the underlined words uses the correct verb form?**

- ☐ A find
- ☐ B finded
- ☐ C found
- ☐ D founded

**Performance Indicator:** 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

46. Read this sentence from the research report.

Monarch roosting is similar to hibernation but not as deep, they can wake up from roosting.

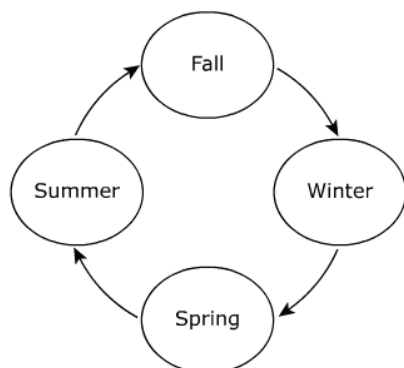
**Which revision of the underlined section best corrects the run-on sentence?**

- ☐ A deep; therefore, they
- ☐ B deep, but they
- ☐ C deep and they
- ☐ D deep. Because they

## Reporting Category: Writing and Research Numbers 47 through 47

**Performance Indicator:** 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

47. Examine the pre-writing graphic organizer for the report.



In which section of the graphic organizer should this information be placed?

The migratory monarch suddenly begins to breed.

- ☐ A Fall
- ☐ B Winter
- ☐ C Spring
- ☐ D Summer

## Reporting Category: Language Numbers 48 through 48

**Performance Indicator:** 3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

48. Read this excerpt from the research report.

Every fall, swarms of migratory monarch butterflies on both sides of the Rocky Mountains travel from northern states and Canada to the southern California coast or the mountains of Mexico.

Which revision, if any, is needed in the underlined portion of the sentence?

- ☐ A southern California Coast
- ☐ B Southern California coast
- ☐ C Southern California Coast
- ☐ D no change

## Reporting Category: Writing and Research Numbers 49 through 52

**Performance Indicator:** 3002.4.3 Evaluate the reliability and credibility of sources for use in research.

49. In Paragraph 2, what do readers need to know about Dr. Fred Barr to best establish him as a credible source for this report?

- ☐ A his awards for community service
- ☐ B the academic degrees he has earned
- ☐ C his professional experience studying insects
- ☐ D the titles of his published journal articles

**Performance Indicator:** 3002.4.4 Evaluate the validity of Web pages as sources of information.

50. Which Web page would provide the most relevant information about monarch butterflies for this report?

- ☐ A [www.monarchpatterns.net](http://www.monarchpatterns.net)
- ☐ B [www.monarchmoves.com](http://www.monarchmoves.com)
- ☐ C [www.monarchlifespans.org](http://www.monarchlifespans.org)
- ☐ D [www.monarchcoloration.gov](http://www.monarchcoloration.gov)

**Performance Indicator:** 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

51.

**Read these sentences from Paragraph 3 of the research report.**

It looks exactly like a summer monarch.  
Nature designs its biology to survive a potential flight of thousands of miles.

**How can the sentences best be combined to create a more interesting sentence?**

- ☐ **A** Although it looks exactly like a summer monarch, nature designs its biology to survive a potential flight of thousands of miles.
- ☐ **B** Nature designs its biology to survive a potential flight of thousands of miles, and it looks exactly like a summer monarch.
- ☐ **C** It looks exactly like a summer monarch, although nature designs its biology to survive a potential flight of thousands of miles.
- ☐ **D** Nature designs its biology to survive a potential flight of thousands of miles because it looks exactly like a summer monarch.

**Performance Indicator:** 3002.4.6 Identify information that must be cited or attributed within a writing sample.

52.

**Which sentence from the research report contains information that must be cited?**

- ☐ **A** The story of the migratory monarch butterfly depicts a journey that requires several generations to complete.
- ☐ **B** Understanding the differences between the two types of monarch helps the reader understand the unique qualities of the migratory monarch.
- ☐ **C** Scientists believe that monarchs perform this fascinating feat using "a combination of directional aids such as the magnetic pull of the earth and the position of the sun."
- ☐ **D** However, the eggs that the female migratory monarch lays in the south become the "first generation" of summer monarchs.

## Reporting Category: Communication and Media

Numbers 53 through 53

**Performance Indicator:** 3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

53.

Look at this picture.



Which two media are most likely to use this picture within their pages?

- ☐ A a camping magazine and a wildlife journal
- ☐ B a science encyclopedia and a children's magazine
- ☐ C a bird-watchers' newsletter and a fashion journal
- ☐ D a local events Web page and a university catalog

## Reporting Category: Informational Text

Numbers 54 through 54

**Performance Indicator:** 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

54.

A car dealership decided to remove from its billboards a picture of a man at a gas station pumping gasoline into a new model pickup truck. What is the most likely reason for that decision?

- ☐ A Car buyers are less interested in a car's performance than its appearance.
- ☐ B Car sellers do not want to remind buyers of the high cost of gasoline.
- ☐ C Car sellers want women in their billboard pictures of pickup trucks.
- ☐ D Car buyers are purchasing more pickup trucks than in the past.



## Reporting Category: Language

Numbers 55 through 55

**Performance Indicator:** 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

55.

**Read this sentence.**

The boy on stage the one wearing the yellow hat is the main character.

**Which revision shows correct comma usage?**

- ☐ A The boy on stage, the one wearing the yellow hat, is the main character.
- ☐ B The boy on stage the one, wearing the yellow hat, is the main character.
- ☐ C The boy on stage the one, wearing the yellow hat is, the main character.
- ☐ D The boy, on stage, the one wearing the yellow hat is the main character.

## Reporting Category: Communication and Media

Numbers 56 through 56

**Performance Indicator:** 3002.7.1 Draw an inference from a non-print medium.

56.

**Look at this photo.**



**What can be inferred from the photo?**

- ☐ A The man is being paid to work.
- ☐ B The man dislikes sweeping trash from the sidewalk.
- ☐ C The man is contributing to the community.
- ☐ D The man finds his work exhausting.



Read the essay and the news article, then answer questions 57 through 66.

## The Pleasures of Books

The people from the library called today. They told me the book I reserved has arrived. It is the third in a science-fiction trilogy, and the last book left me hanging. When it ended, these super intelligent yet hostile creatures from another galaxy had just captured the protagonist. I could not believe the book ended that way. There should be a law against that kind of thing!

I cannot wait to get started reading the third book. In fact, I changed my plans today just to lounge around and read to my heart's content. Some of my friends wanted me to go shopping at the mall. I told them my mom was making me do chores at home. I know, I know! I am a total nerd! I will admit that, but for me, opening a good book is like opening a very special gift. Moreover, the gift continues to give for several hours or several days, depending on the length of the book. Interesting people, curious facts, exquisite scenery, faraway places, danger, and adventure all await me within the pages of a book. All it asks of me is my patience as I uncover its mystery with my reading skills and imagination.

I also love to read right before I go to bed. I easily immerse myself in someone else's life, problems, and adventures; and it takes my mind off of my own issues. That way I don't stay up late worrying about my grade in Mrs. Lanier's class or the fact that I have not yet mastered the three-step on the last two hurdles in the 100-meter event.

I love the smell of a book—especially a new book, and I love to feel the weight of a book in my hand. It gives me immense satisfaction to study the jacket of a book and determine whether the artist has captured the book's essence to my liking.

I enjoy the tactile sensation of the pages as they turn to reveal something new, and I get a sense of accomplishment as I see the pages I have read outnumber the pages I have yet to read. Have I made it perfectly clear that I am, indeed, a bookworm? Only one thing makes me unhappy about reading, and that is when I come to the final page. Then the adventure ends, and I must say goodbye to the characters I have grown to love. If not for all the other books awaiting me on shelves, my sadness might linger, but as it is, I soon set off on another adventure. Losing myself in a book beats the shopping malls any day!

## Are E-Books a Threat to Book Publishers?

Book publishers are getting worried, and for a good reason. Electronic books, or e-books, have established a firm foothold in the publishing market, and they are getting consumers' attention.

Unlike the traditional hardback or paperback books, e-book readers are lightweight, wireless devices that allow people to download the books they want to read. Added features such as a built-in dictionary and the ability to resize pages make the e-book attractive to book enthusiasts. According to a recent report from the Association of American Publishers, e-book sales have tripled since April 2010.

In the meantime, hardcover and paperback sales have shown a significant decline with sales in the hardcover category falling 11.3 percent and adult paperbacks falling 19.7 percent.

"I prefer my e-book reader over traditional books because it frees up space in my small apartment," says Manhattan resident Marisa Moreno, who describes herself as an avid reader. "No longer do I have to find room on shelves and countertops to store all my books. An e-book reader can hold my entire library on a small device." She also added that she liked e-books because they "are a greener alternative to paper book publishing, eliminating the need to fell trees for paper production."

While the initial cost of purchasing the device may be hefty—anywhere from \$100 to \$200—downloaded books sell at a much lower price than traditional books. For many readers, the continued savings on purchased books outweighs the initial cost of the device. Moreover, many travelers choose e-books because they are compact and lightweight.

Consumer trends indicate that e-book sales will continue to grow as people discover they're convenience and cost-effectiveness. However, many consumers maintain that they will remain loyal to the traditional hardback or paperback book. "It's just not the same experience as reading a real book," maintains Jack Forrester, English teacher and science-fiction enthusiast. "I want to read from a book where I can turn the pages, highlight my favorite lines, and even dog-ear my place in the book if I want to. A book that is scuffed and ragged is like an old childhood teddy bear. It was there for us when we needed it; it is worn in the right places and has earned its battle scars. I will proudly display on my shelf a book that I have read, reread, and allowed to become a part of who I am."

Forrester's response is not unusual. Countless numbers of people remain loyal to their books because of the pleasures they experienced from reading them. While it is clear that e-books may be superior because of their technological advantages, committed book lovers will continue to allow their sentiment to determine their spending habits when it comes to the manner in which they read.

## Reporting Category: Writing and Research Numbers 57 through 58

**Performance Indicator:** 3002.3.13 Identify sentences that use effective parallelism within a writing sample.

57.

**Which sentence from "The Pleasures of Books" shows correct parallelism?**

- ☐ A In fact, I changed my plans today just to lounge around and read to my heart's content.
- ☐ B Moreover, the gift continues to give for several hours or several days, depending on the length of the book.
- ☐ C It gives me immense satisfaction to study the jacket of a book and determine whether the artist has captured the book's essence to my liking.
- ☐ D Only one thing makes me unhappy about reading, and that is when I come to the final page.

**Performance Indicator:** 3002.3.10 Identify a statement that reveals the writer's attitude.

58.

**Which sentence from "The Pleasures of Books" best shows the narrator's attitude about reading books?**

- ☐ A It is the third in a science-fiction trilogy, and the last book left me hanging.
- ☐ B When it ended, these super intelligent yet hostile creatures from another galaxy had just captured the protagonist.
- ☐ C I will admit that, but for me, opening a good book is like opening a very special gift.
- ☐ D That way I don't stay up late worrying about my grade in Mrs. Lanier's class or the fact that I have not yet mastered the three-step on the last two hurdles in the 100-meter event.

## Reporting Category: Literature

Numbers 59 through 59

**Performance Indicator:** 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

59.

**Read this excerpt from "The Pleasures of Books."**

Interesting people, curious facts, exquisite scenery, faraway places, danger, and adventure all await me within the pages of a book. All it asks of me is my patience as I uncover its mystery with my reading skills and imagination.

**The excerpt contains an example of**

- ☐ A idiom.
- ☐ B metaphor.
- ☐ C hyperbole.
- ☐ D personification.

## Reporting Category: Writing and Research

Numbers 60 through 60

Research

**Performance Indicator:** 3002.3.16 Identify the mode in which a writing sample is written.

60.

**Which word best describes the mode of writing in "Are E-Books a Threat to Book Publishers?"**

- ☐ A poetic
- ☐ B fantasy
- ☐ C informative
- ☐ D narrative

## Reporting Category: Informational Text

Numbers 61 through 62

**Performance Indicator:** 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

61.

**Which term best describes the organizational structure of the article?**

- ☐ A cause-effect
- ☐ B problem-solution
- ☐ C comparison-contrast
- ☐ D chronological-sequential

**Performance Indicator:** 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

62.

**Read this paragraph from the article.**

Consumer trends indicate that e-book sales will continue to grow as people discover they're convenience and cost-effectiveness. However, many consumers maintain that they will remain loyal to the traditional hardback or paperback book. "It's just not the same experience as reading a real book," maintains Jack Forrester, English teacher and science-fiction enthusiast. "I want to read from a book where I can turn the pages, highlight my favorite lines, and even dog-ear my place in the book if I want to. A book that is scuffed and ragged is like an old childhood teddy bear. It was there for us when we needed it; it is worn in the right places and has earned its battle scars. I will proudly display on my shelf a book that I have read, reread, and allowed to become a part of who I am."

**What is the implied main idea of the paragraph?**

- ☐ A Because they are convenient, e-books will soon replace most traditional books.
- ☐ B People become emotionally connected to their traditional books.
- ☐ C People enjoy traditional books because of their well-worn appearance.
- ☐ D E-books are more attractive and require less space than traditional books.

## Reporting Category: Language

Numbers 63 through 63

**Performance Indicator:** 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

63.

**Which sentence, if any, from "Are E-Books a Threat to Book Publishers?" uses there, their, or they're incorrectly?**

- ☐ A Consumer trends indicate that e-book sales will continue to grow as people discover they're convenience and cost-effectiveness.
- ☐ B It was there for us when we needed it; it is worn in the right places and has earned its battle scars.
- ☐ C Countless numbers of people remain loyal to their books because of the pleasures they experienced from reading them.
- ☐ D All sentences are written correctly.

## Reporting Category: Literature

Numbers 64 through 66

**Performance Indicator:** 3002.8.6 Differentiate between mood and tone in poetry or prose.

64.

**In which sentence from the article "Are E-Books a Threat to Book Publishers?" does the tone match the tone in the essay "The Pleasures of Books"?**

- ☐ A "I prefer my e-book reader over traditional books because it frees up space in my small apartment," says Manhattan resident Marisa Moreno, who describes herself as an avid reader.
- ☐ B "No longer do I have to find room on shelves and countertops to store all my books."
- ☐ C "I want to read from a book where I can turn the pages, highlight my favorite lines, and even dog-ear my place in the book if I want to."
- ☐ D Countless numbers of people remain loyal to their books because of the pleasures they experienced from reading them.

**Performance Indicator:** 3002.8.8 Identify and analyze the common theme in a series of passages.

65.

**Which statement best expresses a common theme in both the essay and the news article?**

- ☐ A People find value in the written word.
- ☐ B Hardback and paperback books are obsolete.
- ☐ C People rely too much on electronic information.
- ☐ D Books are more important than activities with friends.

**Performance Indicator:** 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).

66.

**How does the news article differ from the essay?**

- ☐ A The essay highlights the positive aspects of reading, whereas the news article highlights the negative aspects of reading.
- ☐ B The news article focuses on the cost-effectiveness of e-books, whereas the essay focuses on the environmental cost of hardback and paperback books.
- ☐ C The essay persuades readers to keep reading traditional books, whereas the news article persuades readers to consider e-books.
- ☐ D The news article compares e-books to hardback and paperback books, whereas the essay lists the reasons that reading traditional books is a worthy pastime.

## Reporting Category: Language

Numbers 67 through 69

**Performance Indicator:** 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

67.

**Read this sentence.**

A delicate creature the hummingbird flits nervously to the flower in my window box.

**Which revision shows correct comma usage?**

- ☐ **A** A delicate creature, the hummingbird, flits nervously to the flower in my window box.
- ☐ **B** A delicate creature, the hummingbird flits nervously to the flower in my window box.
- ☐ **C** A delicate creature the hummingbird flits nervously to the flower, in my window box.
- ☐ **D** A delicate creature the hummingbird flits, nervously, to the flower in my window box.

**Performance Indicator:** 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.

68.

**Which sentence punctuates a quotation correctly?**

- ☐ **A** "No one here is taking tickets", Juan noticed.
- ☐ **B** Ava exclaimed, "Look at this tear in my book cover"!
- ☐ **C** "Let's leave early so we can get a parking place" I said.
- ☐ **D** He inquired, "Will you help me get this box closed?"



**Performance Indicator:** 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

69.

Read this definition of the word insipid.

**in si pid** (ĩnsĩ'pĩd) adj. 1. lacking flavor or zest. 2. lacking excitement or interest. [**Latin** *in* -not +*sapidus*]

Which word is the best synonym for insipid?

- ☐ A bland
- ☐ B foolish
- ☐ C rude
- ☐ D selfish

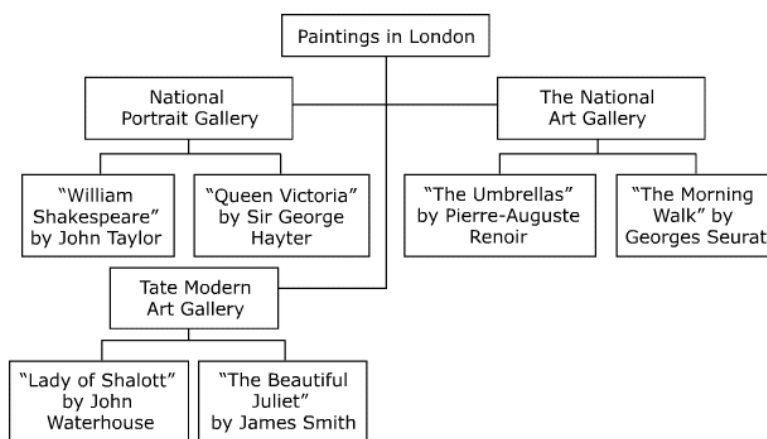
## Reporting Category: Writing and Research

Numbers 70 through 71

**Performance Indicator:** 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

70.

Look at the prewriting graphic organizer.



In which art gallery can you find "The Morning Walk" by Georges Seurat?

- ☐ A The National Portrait Gallery
- ☐ B The Vanderbilt Art Gallery
- ☐ C The Tate Modern Art Gallery
- ☐ D The National Art Gallery

Read the draft oral report and answer questions 71 through 78.  
The report may contain errors.

## Disease Comebacks

Several diseases once thought to be almost eliminated from many parts of the world are making comebacks. In some cases, the usual treatments do not work against them anymore. For others, lifestyle changes have created conditions under which these diseases can flourish. In our presentation today, Ashley will talk about one of the most interesting diseases we researched. She will focus on rickets, a disease caused by a lack of vitamin D. Then Tyler will tell you about mumps and whooping cough, and Sharlene will give information about polio. I will end the presentation with a discussion of what everyone can do to stay healthy and avoid these and other illnesses.

### Rickets

Do you like to play video games? Do you enjoy watching television? Many people our age spend time on these activities. Unfortunately, they usually take place indoors. Believe it or not, staying inside all the time can contribute to the development of a disease called rickets.

Rickets is a disease in which bones, particularly the leg bones and spine, become weak and start to bow or curve. It can lead to problems with standing and walking. It is actually caused by a deficiency, or lack, of vitamin D. The reason vitamin D deficiency affects bones is that the body requires vitamin D to help the body absorb calcium properly, and calcium keeps bones healthy and strong.

What does this have to do with going outside? One of the ways our bodies absorb vitamin D is by making this vitamin with the help of the sun's rays. The process is complicated; when sunlight comes into contact with the skin, a substance under the skin changes into a form of vitamin D. Vitamin D is the only vitamin that the human body can make for itself. We have to get all the other nutrients we need from the food that we eat. Many foods, such as fish and eggs, naturally contain vitamin D, and food producers add it to foods such as milk and cereal. Still, many people do not get as much as they need each day from food.

Rickets was prevalent in the nineteenth century, a time when heavy pollution obscured sunlight in overcrowded cities and when many people did not have enough to eat. Eventually, when scientists learned what caused the disease, they recommended that people take daily doses of cod liver oil, a fish oil rich in vitamin D. This practice helped to decrease the number of people with rickets. Another practice that helped to decrease the occurrence of rickets began in the 1930s when food companies in the United States began fortifying milk with vitamin D.

So why is rickets making a comeback, particularly in children? First as I mentioned children do not play outside as much as they once did. When they do go out, they wear sunscreen, which blocks the rays that cause the body to make vitamin D. Doctors do not recommend that people give up sunscreen; we may need as little as ten minutes of sun two times a week on our skin to make enough vitamin D. In terms of food, most children's parents do not give them a spoonful of cod liver oil every day. Also, today's children probably drink less milk than past generations did. More kids drink soda and juice, or even coffee and tea. All of these factors have most likely contributed to the rise in the number of cases of rickets that doctors see today.

**Performance Indicator:** 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

71.

**Read this sentence from the report.**

First as I mentioned children do not play outside as much as they once did.

**Which option shows correct punctuation of the sentence?**

- ☐ A First, as I mentioned, children do not play outside as much as they once did.
- ☐ B First, as I mentioned children, do not play outside as much as they once did.
- ☐ C First as I mentioned, children do not play outside as much as they once did.
- ☐ D First, as I mentioned children do not play outside as much as they once did.

## Reporting Category: Communication and Numbers 72 through 73 Media

**Performance Indicator:** 3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

72.

**What should Ashley do to best help her audience understand her explanation of how the body uses sunlight to make vitamin D?**

- ☐ A Speak slowly and clearly so that the audience can hear each word.
- ☐ B Use very dramatic gestures to make sure she has the audience's attention.
- ☐ C Read directly from her notes to keep from distracting the audience with eye contact.
- ☐ D Answer questions only after her speech.

**Performance Indicator:** 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

**73. In the first paragraph of the report, the speaker makes it clear the group members planned their presentation using which strategy?**

- ☐ **A** sharing resources with each other
- ☐ **B** listening politely to each other's ideas
- ☐ **C** ensuring that each member makes a contribution
- ☐ **D** assigning topics according to each member's interests

## Reporting Category: Writing and Research

Numbers 74 through 77

**Performance Indicator:** 3002.4.1 Select the research topic with the highest degree of focus.

**74. Based on the draft of the report, which topic did the group members select as the focus for their research?**

- ☐ **A** medicines that doctors use to treat diseases
- ☐ **B** reasons why some rare diseases are spreading again
- ☐ **C** ways to avoid catching the most common diseases
- ☐ **D** diseases that affect people in many areas of the world

**Performance Indicator:** 3002.4.2 Differentiate between primary and secondary sources.

**75. Which resource is a primary source for Sharlene's part of the report?**

- ☐ **A** a photo exhibit with pictures of medical students learning how to treat polio today
- ☐ **B** a collection of hospital records of people who had polio in the early twentieth century
- ☐ **C** a newspaper article by a historian studying polio and other diseases making comebacks
- ☐ **D** a review of a book that explains techniques doctors used to treat polio patients in years past

**Performance Indicator:** 3002.4.3 Evaluate the reliability and credibility of sources for use in research.

**76. Read these sentences from the report.**

Also, today's children probably drink less milk than past generations did. More kids drink soda and juice, or even coffee and tea.

**This information would be most reliable if it came from which source?**

- ☐ **A** interviews with friends about what they most enjoy drinking with meals
- ☐ **B** a milk industry report suggesting that parents give their children more milk
- ☐ **C** a business journal article analyzing how drink purchases have changed over time
- ☐ **D** advertisements from coffee shops showing children enjoying coffee and tea drinks

**Performance Indicator:** 3002.4.4 Evaluate the validity of Web pages as sources of information.

77.

**Which Web site would likely give Ashley the most valid information about rickets?**

- ☐ A www.noillness.org
- ☐ B www.milkquestions.com
- ☐ C www.vitamins4health.net
- ☐ D www.childhooddiseases.gov

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## Reporting Category: Communication and Media

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Numbers 78 through 78

**Performance Indicator:** 3002.7.5 Match a focused message to an appropriate medium.

78.

**One advantage of reading this information rather than hearing it presented as an oral report is that the reader can**

- ☐ A check the pronunciation of unfamiliar words.
- ☐ B appreciate what the presenters want to emphasize.
- ☐ C evaluate the strength of the evidence supporting the claims.
- ☐ D go back and review the information the presenters gathered.



## Reporting Category: Writing and Research

Numbers 79 through 79

**Performance Indicator:** 3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.

79.

**Read this sentence from a newspaper article that asks citizens to get involved in saving a local park from closure.**

Timberland Park will exist for the enjoyment of future generations only if we take action now and let the city know how much we like this natural park.

**Which word would best replace like for clarity of meaning?**

- ☐ A assess
- ☐ B exploit
- ☐ C require
- ☐ D appreciate

## Reporting Category: Logic

Numbers 80 through 80

**Performance Indicator:** 3002.5.2 Choose a logical word to complete an analogy.

80.

**Choose the correct word to complete the analogy.**

Criticize is to reprimand as lie is to \_\_\_\_\_.

- ☐ A annoy
- ☐ B deceive
- ☐ C praise
- ☐ D explain

## Reporting Category: Communication and Media

Numbers 81 through 81

Performance Indicator: 3002.7.6 Infer the mood represented in a non-print medium.

81.

Look at this photo.



Which word best describes the mood in this photo?

- ☐ A inspired
- ☐ B satisfied
- ☐ C foreboding
- ☐ D entertaining

## Reporting Category: Logic

Numbers 82 through 82

Performance Indicator: 3002.5.3 Evaluate text for fact and opinion.

82.

Which statement is a fact?

- ☐ A When riding horses, people should remember to wear helmets.
- ☐ B Bicycles are not dangerous if people remember to follow safety rules.
- ☐ C Parents should remind their teenagers to wear kneepads while skateboarding.
- ☐ D Using car seat belts can reduce the number of traffic injuries by 50 percent.

## Reporting Category: Communication and Media

Numbers 83 through 83

**Performance Indicator:** 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

83.

**Your English teacher assigned a book advertisement project and placed you in a group with a difficult student who is unwilling to accept other people's ideas. She already stated she will complete the project for the whole group as long as she can do it her way. You are interested in learning how to make book advertisements and would like to gain the experience but do not want to create conflict within the group. Which strategy will best allow equal participation with minimal conflict among group members?**

- ☐ **A** Ask the teacher privately to place you with a more cooperative student.
- ☐ **B** Remind the difficult student that it is a group project and suggest that everyone participate by dividing the tasks.
- ☐ **C** Create a separate book advertisement with the other group members and allow the difficult student to work on her own.
- ☐ **D** Allow the difficult student to begin the project and hope that she will listen to your suggestions as the project progresses.

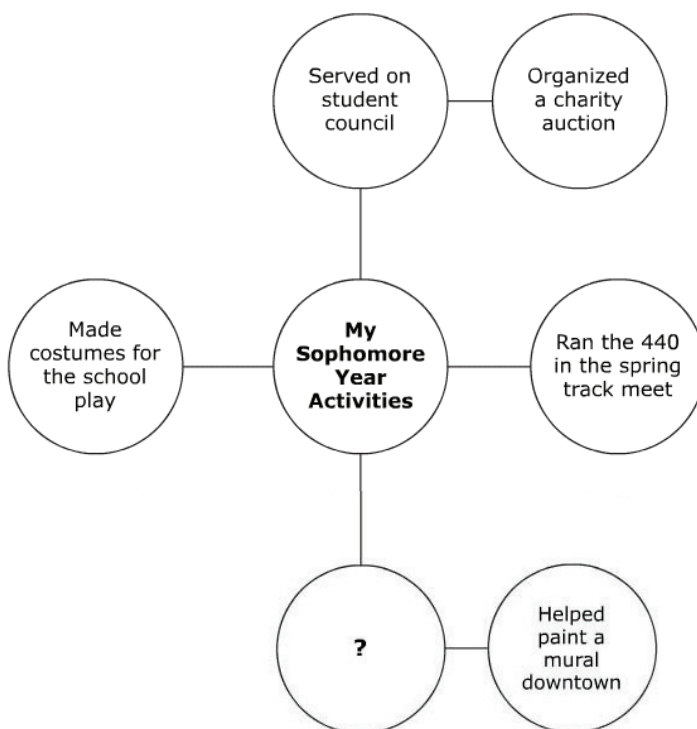
## Reporting Category: Writing and Research

Numbers 84 through 84

**Performance Indicator:** 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

84.

Look at the prewriting graphic organizer below.



Which is most likely the missing information?

- ☐ A Joined the art club
- ☐ B Finished second out of ten runners
- ☐ C Collected items to be sold
- ☐ D Learned to use a sewing machine

**Form 5: English II ELSA**

<b>Item Number</b>	<b>Correct Answer</b>	<b>Performance Indicator</b>
1	D	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
2	A	3002.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
3	C	3002.8.6 Differentiate between mood and tone in poetry or prose.
4	B	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
5	A	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
6	C	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
7	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
8	C	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
9	B	3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as <i>between you and me</i> , or following <i>than</i> or <i>as</i> ).
10	C	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
11	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
12	A	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
13	D	3002.3.11 Identify the targeted audience for a selected passage.

14	B	3002.3.14 Select the proper format to convey a set of work-related information.
15	A	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
16	A	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
17	B	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
18	D	3002.2.3 Distinguish between a critique and a summary.
19	D	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
20	B	3002.7.5 Match a focused message to an appropriate medium.
21	D	3002.8.14 Identify classical, historical, and literary allusions in context.
22	B	3002.5.2 Choose a logical word to complete an analogy.
23	B	3002.7.2 Select the type of conflict represented in a non-print medium.
24	A	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
25	D	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
26	B	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
27	D	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
28	B	3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

29	B	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
30	C	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
31	A	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
32	A	3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subjectaction verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
33	B	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
34	B	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
35	D	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
36	C	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
37	C	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
38	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
39	B	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
40	A	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
41	B	3002.3.14 Select the proper format to convey a set of work-related information.
42	B	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).



43	A	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
44	A	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
45	C	3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
46	A	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
47	C	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.
48	B	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
49	C	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
50	C	3002.4.4 Evaluate the validity of Web pages as sources of information.
51	A	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
52	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
53	A	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
54	B	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
55	A	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
56	C	3002.7.1 Draw an inference from a non-print medium.

57	B	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
58	C	3002.3.10 Identify a statement that reveals the writer's attitude.
59	D	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
60	C	3002.3.16 Identify the mode in which a writing sample is written.
61	C	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
62	B	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
63	A	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
64	D	3002.8.6 Differentiate between mood and tone in poetry or prose.
65	A	3002.8.8 Identify and analyze the common theme in a series of passages.
66	D	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
67	B	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
68	D	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
69	A	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
70	D	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

71	A	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
72	A	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
73	C	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
74	B	3002.4.1 Select the research topic with the highest degree of focus.
75	B	3002.4.2 Differentiate between primary and secondary sources.
76	C	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
77	D	3002.4.4 Evaluate the validity of Web pages as sources of information.
78	D	3002.7.5 Match a focused message to an appropriate medium.
79	D	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
80	B	3002.5.2 Choose a logical word to complete an analogy.
81	A	3002.7.6 Infer the mood represented in a non-print medium.
82	D	3002.5.3 Evaluate text for fact and opinion.
83	B	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
84	A	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

## Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
8	C	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
9	B	3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as <i>between you and me</i> , or following <i>than</i> or <i>as</i> ).
10	C	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
16	A	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
32	A	3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subjectaction verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
33	B	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
45	C	3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
46	A	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
48	B	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
55	A	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

63	A	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
67	B	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
68	D	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
69	A	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

## Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
6	C	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
11	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
12	A	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
13	D	3002.3.11 Identify the targeted audience for a selected passage.
14	B	3002.3.14 Select the proper format to convey a set of work-related information.
24	A	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
34	B	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
37	C	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
40	A	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
41	B	3002.3.14 Select the proper format to convey a set of work-related information.
47	C	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.
49	C	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
50	C	3002.4.4 Evaluate the validity of Web pages as sources of information.

51	A	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more
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		interesting sentence.
52	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
57	B	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
58	C	3002.3.10 Identify a statement that reveals the writer's attitude.
60	C	3002.3.16 Identify the mode in which a writing sample is written.
70	D	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.
71	A	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
74	B	3002.4.1 Select the research topic with the highest degree of focus.
75	B	3002.4.2 Differentiate between primary and secondary sources.
76	C	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
77	D	3002.4.4 Evaluate the validity of Web pages as sources of information.
79	D	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
84	A	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.



### Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
18	D	3002.2.3 Distinguish between a critique and a summary.
19	D	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
20	B	3002.7.5 Match a focused message to an appropriate medium.
23	B	3002.7.2 Select the type of conflict represented in a non-print medium.
53	A	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
56	C	3002.7.1 Draw an inference from a non-print medium.
72	A	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
73	C	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
78	D	3002.7.5 Match a focused message to an appropriate medium.
81	A	3002.7.6 Infer the mood represented in a non-print medium.
83	B	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

## Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
22	B	3002.5.2 Choose a logical word to complete an analogy.
35	D	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
36	C	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
38	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
39	B	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
80	B	3002.5.2 Choose a logical word to complete an analogy.
82	D	3002.5.3 Evaluate text for fact and opinion.

## Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
15	A	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
17	B	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
54	B	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
61	C	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
62	B	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

## Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
1	D	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
2	A	3002.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
3	C	3002.8.6 Differentiate between mood and tone in poetry or prose.
4	B	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
5	A	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
7	D	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
21	D	3002.8.14 Identify classical, historical, and literary allusions in context.
25	D	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
26	B	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
27	D	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
28	B	3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
29	B	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
30	C	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.

31	A	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
42	B	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
43	A	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
44	A	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
59	D	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
64	D	3002.8.6 Differentiate between mood and tone in poetry or prose.
65	A	3002.8.8 Identify and analyze the common theme in a series of passages.
66	D	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).